DOCUMENT RESUME

ED 031 705 AL 002 053

By-Muttu-Ramalingam, Sarojini Devi

The Implementation of the Structural Approach, With Reference to the Teaching of Written English in Malay-Medium Schools in Malaysia.

Pub Date Jun 69

Note-34p.; Paper presented at the Regional Seminar of the SEAMEC Regional English Language Centre, Singapore, June 9-14, 1969.

Available from-Inspection copy available at the ERIC Clearinghouse on Linguistics, Center for Applied Linguistics, 1717 Mass. Ave. N.W., Washington, D.C. 20036.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors-*Bilingual Education, Bilingual Students, Composition (Literary), *English (Second Language), *Language Instruction, *Malay, Teaching Methods, *Writing Skills

Identifiers-*Malaysia, SEAMEC, Southeast Asian Ministers of Education Council

Presented is a brief survey of the Structural Approach as it has been introduced in the teaching of English in the non-English-medium primary and secondary schools in Malaysia and a discussion of some of the obvious problems in the implementation of the program. The author assesses the standard of written work produced by students on the various levels, with the aim of determining sensible standards of attainment. He concludes, as a result of this study, that the Structural Approach is difficult to adopt on a country-wide basis. He recommends that (1) research into teaching materials and schemes be centrally located and disseminated to all SEAMEC (Southeast Asian Ministers of Education Council) members; (2) proficiency tests in English at the primary level be oral rather than written; (3) English teachers, and students who will attend English-medium universities, should have an intensive post-secondary school course of 6-9 months; and (4) the SEAMEC Centre should encourage a two-way flow of ideas concerning local problems in English teaching. Sample compositions by Malaysian students in English-medium primary and secondary schools, and in Malay-medium and "newly conforming" secondary schools, which illustrate the relative levels of attainment in English, appear in the Appendix. [Not available in hard copy due to marginal legibility of original document.] (AMM)

EDO 31705

SEAMEC Regional Seminar: New Developments in the Theory & Methods of Teaching & Learning English, Singapore June 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE IMPLEMENTATION OF THE STRUCTURAL APPROACH - WITH REFERENCE TO THE TEACHING OF WRITTEN ENGLISH IN MALAY-MEDIUM SCHOOLS IN MALAYSIA

by Sarojini Devi Muthu-Ramalingam.

Note to the Editor re AL 002053

We checked out the name of author with CAL + Indian Embassy authorities - Muthu-R..., seems to be the preferred listing. Am Mailed

Submitted through:

The Ministry of Education
Malaysia,
Federal House,
Kuala Lumpur.

AL 002 053

The Scope of this Paper In this paper I propose to do a number of things. I shall attempt to give a brief survey into the introduction of the Structural Approach for teaching English in the non-English medium Primary and Secondary Schools in Malaysia, and discuss some of the obvious problems that we have encountered in the implementation of the programme. Next I shall assess the standard of written work produced by students with reference to uncorrected versions of students' written composition with the sole aim of determining what are sensible standards of attainment to expect of a student, say, at the end of the Primary school course, at the end of the secondary school course or on admission to the University. And finally I hope you will have the patience to listen to some of my suggestions and recommendations for applying new methods of teaching on a country-wide basis.

Introduction Teachers of English in Malaysia and the administrators responsible for implementing policy in regard to language teaching in schools have been aware of the higher incidence of problems in this area of the curriculum during the last ten years than in any other preceding decade. Many teachers contend that some or all the problems of recent years are symptomatic of the unprecendented expansion in the number of schools and the consequent increase in enrolment of our schools. They argue that as the sphere of English teaching is extended to more children, standards must necessarily decline, due to a shortage of trained and suitably qualified teachers, and to inadequate supplies of teaching materials to cater for the increased school population. They therefore hold the opinion that solutions to present day problems in language teaching can be solved by the provision of more teachers, more books and more examinations. Some few others however, view the situation in a totally different light, namely that we are now at the cross-roads of language teaching and that a serious evaluation of the entire language teaching situation, including the effects of one language upon the others is needed, and clear-cut remedies should be found if the recurring problems facing us today are to be solved effectively and decisively.

Areas of English Teaching - English as a Medium of Instruction

It can safely be stated that the sphere of English teaching in this country prior to 1957 was confined to the English-medium schools, which today account for approximately a third of the school-going population at both the primary and secondary levels. In the English-medium schools children learn English from the start of their school life (the age of 6+) both as a subject and as the sole medium of instruction for all *other subjects of the curriculum. Prior to 1957 the teaching of English in schools of other media (namely the Malay medium primary schools, the Tamil-medium primary schools and the Chinese medium primary and high schools) was incidental and very much dependant on variables such as proximity to urban areas and availability of teachers.

To the child who attends the English-medium school English is a second language; his mother tongue which in 70% or 80% of cases is also the language of the home, is Malay, Chinese or Tamil. Yet while he is in school he is taught English as if it were his first

---

* except for Malay which is taught as a subject for approximately 2 - 3 hours a week.

last stage, except for the initial stages where second language teaching techniques are used to secure fluency and accuracy within a limited repertoire of phrases and sentences. From the age of approximately 8+, to all intents and purposes he is taught English through first language teaching methods. The content of his course too is identical with that for the same age-group in mother-tongue teaching and consists of:-

(a) News developed later to free-expression in written English and later still to composition.

(b) Reading with comprehension, which may take the oral or the written form.

(c) Conversation through pictures, developed into self-expression, and later into debating and discussion.

(d) Language Learning, vocabulary and objective type questions leading to a more detailed study of syntax, vocabulary and precis writing.

(e) Children's Literature beginning with English nursery rhymes and story-telling to a study of set books including Shakespeare in the secondary school.

Therefore, contradictory as it may seem, the child in the English school grows up with an ability to communicate better in English than in his own mother tongue. It would, I think, be fair to say that at the secondary level he thinks in English, and English becomes his only vehicle of communication in all areas related to academic discipline e.g. reading texts, writing letters and compositions, answering questions in examinations and for daily intercourse with his teachers, fellow students and friends. He would of course continue to use the mother tongue in the home, for communication with his younger brothers and sisters, parents and elders who do not speak English. Thus, he would normally alternate the use of English and his mother tongue for the two situations in much the same way as an educated villager would switch between say Standard English and his native dialect, reserving

one for educated circles and the other for more familiar persons. The psychological effects of such alternation between two languages, its effect on the learning of English and on the emotional and social development of the human being would no doubt make interesting studies. It has sometimes been remarked in this country that there appears to be so little creative literature, and especially poetry, written in the English language by Malaysian writers. Part of the cause for the scarcity of creative writing in English could lie in this alternate use of English and the mother tongue, and to the fact that the individual expresses his emotions in his mother tongue and does not have the words in English to set them down on paper. Or, the fault could very well lie in the 'formalised' courses we have constructed for teaching him English in school, and especially the emphasis on the written language via text-books.

Areas of English teaching - English as a Subject

Legislation, in the form of the Schools (Courses of Studies) Regulations 1956 has made it compulsory for every school-going child to learn English from *the age of 6+ to the end of the secondary school. This regulation requires all Malay-medium, Chinese-medium and Tamil-medium school children to learn 2 - 3 hours of English as a subject of the curriculum per week. The sphere of English teaching in this country has consequently been enlarged to include three times as many children as are at present in the English-medium schools. Not only is the change numerically significant but it has also made us aware of a new area of English teaching that has been created and that its special needs and problems have hitherto not been given adequate attention. Little or no research material on the teaching of English as a second language to children whose mother tongue is Malay, for instance, is available; the material and techniques used successfully in the past cannot always be adapted to the new situation. We in this country have therefore been forced to do much thinking and searching into linguistic and pedagogical mazes to arrive at reasonably satisfactory solutions. I might add, however, that we are still in the process of searching for better materials, better teaching techniques and aids which will result in effective and speedy learning

---

* For children who attend Chinese-medium and Tamil-medium Primary Schools English is introduced 2 years later. Malay as a second language is taught from the age of 6+.

of English. As this area of English teaching caters for approximately 1,061,445 pupils* in the Primary schools and approximately 136,349 pupils or more in secondary schools as compared to the figures in the more established area of English teaching (305,449 in Primary schools and 334,113 in Secondary schools) it is decided to focus attention on the newer area viz the teaching of written English in non-English medium schools throughout the length of this paper. References, however, will be made occasionally to the English-medium schools.

---

* All the figures quoted here are from statistics of 1.1.68.

The English Teaching Situation in Malaysia

The English teaching situation in this country is complex enough to include representative samples of the different English teaching situations in South East sia. For instance our English-medium Schools and the English streams in Singapore make exclusive use of English as the medium of instruction for all subjects of the curriculum. We have the problem of transfer from one medium of instruction to another at the age of 12+. Students from a Malay-medium, Chinese-medium or Tamil-medium school need to spend a year in a Remove class studying an intensive course in English before they can pursue their secondary education through English. And finally, all Malay-medium schools both at the secondary and the primary levels (as well as the Chinese-medium and Tamil-medium primary schools) use the mother tongue for all instruction except for English, a situation which is identical to that of Indonesia, Thailand, Vietnam or Laos. With perhaps one basic difference, that the teachers who teach English in the Malay-, Chinese-, or Tamil-medium schools are reasonably facile in the use of English because almost all of them are products of English-medium secondary schools or universities. But this initial advantage that our teachers of today have over the teachers of English in other South East Asian countries might not remain a permanent feature of our system. With the year-by-year increase in Malay-medium secondary schools it is inevitable that more recruits into the English teaching profession in the future will themselves be products of the Malay-medium secondary schools. And unless we take immediate steps to improve the quality of English teaching in the Malay-medium school or the National Schools a more serious problem, that of having to cope with teachers who themselves lack confidence in using English with ease, is imminent.

The Use of the Structural Approach in Malaysia

The most recent innovation in language teaching methodology in Malaysia is still the Structural Approach. Lest this comes as a slight disappointment to those who believe in the newer approaches, I hasten to add that our omission is not due to the fact we have no faith in the newer approaches, but more because there has not been enough time to give the Structural Approach a fair trial and to assess its effectiveness in the four years since we adopted this approach on a nation-wide basis in 1965. A Structural Syllabus, containing essential structures and vocabulary for the requirements of the non-English medium schools became the official syllabus for teaching English to approximately 1,031,445 children in these schools and an additional 305,449 children in English medium primary schools.

The structural syllabus of 1965 is the third attempt in this country to use the structural approach for teaching English. The first attempt, made in 1954 with assistance from *UNESCO was a structural syllabus in English for Malay-medium, Chinese-medium and Tamil-medium Primary Schools. It had a limited sphere of influence because there were not many schools in this category that taught English, and it was short-lived, due chiefly I think to weak follow-up in its implementation. In 1961 a second +structural syllabus was compiled, based partly on the old and with reference to Hornby and other sources, and with the needs of the Remove Form in mind. The Remove Form is a year's intensive course in English to enable children from non-English medium primary schools to effect a transfer to English as their medium of instruction at the secondary level, from Form I of the English-medium secondary school. The Remove class is now a feature not only of English-medium secondary schools but also of the "Newly Conforming Secondary Schools" which used Chinese as their main medium of instruction prior to 1960, but have since switched over to English instead, commencing with the Remove Form upwards.

---

* B. Henry: A Suggestive English Syllabus for use in Primary Schools where the medium of instruction is not English (Khee Meng Press, Malaya, 1954)

\+ Ministry of Education: An English Syllabus for the Remove Form.

The progress made in teaching English through the Structural Approach in the Remove Form is encouraging, even though no statistics are available to assess the progress in accurate terms. The main reasons for the encouraging results can be traced to the firmness with which the Ministry of Education took steps to implement the Structural Syllabus. There was in fact a three-pronged attack to ensure that implementation was not haphazard. Administrative rulings aimed at achieving uniformity such as the allocation of time to the teaching of English (originally 18 hours a week, now reduced to 12 hours), the proper utilisation of teachers of English, size of classes and a follow-up course in English for these pupils on promotion to Form I the next year, were spelt out clearly. Materials and methods were disseminated to all the schools, soon after the syllabus was officially released. Cyclostyled copies of the syllabus were issued free to all schools with Remove classes. Lecturers from the Teacher Colleges were initiated into the new approach and shown how to teach the new syllabus so that this core of persons would re-train the teachers actively engaged in teaching the Remove Form. Since that time refresher courses have been organised during school vacations with whatever funds are available for groups of these teachers in addition to courses in such specialised teaching woven into the full-time courses at Teachers' Colleges. Frequent supervision at all stages was carried out by the Inspectorate division of the Ministry of Education, both to advise and assess progress. Had we the money and a core of <u>full-time</u> lecturers and a group of specialists in syllabus construction and preparation of other materials I think we would have achieved more success in converting all the teachers in a shorter time. As it was only a representative selection of our teachers were able to attend courses.

One serious weakness that hampered progress in the early stages was the absence of suitable texts and material for the teacher. This made the teachers dependant on the syllabus and often on a multiplicity of texts all of which had no connection whatsoever to the Structural Approach. A few series of textbooks have now appeared, some of mediocre standard, others quite helpful even though there are weaknesses in the grading of vocabulary and structures, and in the last couple of years, a few excellent books. The weakness lies in the timing of the production of the materials. The delay in the appearance of books on the market produced much hardship to both teachers and pupils in the early years.

The New Structural Syllabus

This syllabus took many more years in the making and made allowances for portions of it to be taught in schools on a trial basis. As it was realised that the task of re-training teachers would be difficult since the numbers involved were large, a Teacher's Handbook explaining many of the features of the syllabus, the emphasis on the aural-oral approach and teaching points was issued with the syllabus. The actual purchase of the syllabus and the implementation of the syllabus was left to the individual Heads of Schools. Some few Heads of Schools have still not purchased the Teacher's Handbook, while the rest have given copies of both the Syllabus and the Handbook to each and every teacher of English.

Problems Encountered in the Implementation of the Structural Approach

During the past fifteen years while the Structural Approach was being implemented in the teaching of English we have encountered a number of problems, some of an administrative nature, others purely pedagogical.

Motivation

There appears to be an utter lack of motivation among pupils at both the primary and the secondary levels for learning English. The further one gets from the towns the more serious this problem appears to be. The extent to which English is used in these areas is nil. There are no books in English, no posters, no cinemas in some areas, no television and above all, not a single person in these remote villages speaks any English. The problem is: How to motivate the children into wanting to learn English.

The Syllabus

The Structural Approach implies that a selection of structures for each of the courses offered is available. Each time a syllabus for English was required, first in 1945, then in 1961 and recently in 1965 the aims of the course and its value to the learner had to be considered in delimiting the course. Certain principles of selecting and grading structures and vocabulary were other considerations in the making of the course. Each time the persons responsible for the planning of the syllabus leaned heavily on the earlier structural syllabuses, and on other sources such as Hornby. But other useful information such as a selection of structures, vocabulary, etc. suitable and necessary for teaching English to a Malay student for instance has been difficult to obtain. Since the success or failure of the Structural Approach depends first and foremost on the organisation of teaching materials, the lack of a ready source of such information has been a handicap in the application of the Structural Approach.

Teaching Materials

This is perhaps the area of greatest weakness in the teaching situation. A change in teaching methods or approach implies that when the change is introduced or immediately after that the necessary materials (textbooks, teacher's guides, activity cards, drills and tests) required for use in school are available for purchase. Books, especially for the Remove Form, took a long time to appear. In the meantime teachers and school principals gathered as many books for beginners as were available in the market (in some instance eleven series, each consisting of Book I to Book VI) and insisted that the only way to master English in the Remove Form was to learn from all the 50 - 60 books on the list. When the books finally appeared it was evident that one of the now fasionable words and phrases i.e. "Structural", "Situational", "English Course", "for Malay Secondary Schools", "Units" was somehow woven into the title. But alas, many were merely extensions of the syllabus. Where two examples of a structure or pattern was given in the syllabus the book would give ten or a dozen examples. Other examples, given as exercises, were set on the model of the examination. It was difficult to see how, in written English, for instance, pupils were taught to progress from drills and structures to simple, though controlled written expression. Few of the new books appeared with a Teacher's Guide or work sheets for students. There has also been a shortage of reference books suitable in language and content for the needs of the majority of primary school teachers. Incidentally, the books on Foreign and Second-Language teaching generally aim at the FIRST stages of Language teaching i.e. Drills, Drills, more Drills and substitution tables. What should the teacher do to develop fluency in his pupils? What kind of schemes should he plan for a term, for a year, for an entire course? How does a teacher progress from severely controlled responses in writing to a gradual relaxation of control and more "free" expression? I feel that writers of textbooks who tend to gear their courses towards passing examinations can seriously hamper the development of the student in acquiring mastery in a language. This is especially true in situations where the teacher, due to pressure of work, or a lack of confidence in his own ability, or both, is unable to prepare lessons with only a syllabus as a guide. This type of teacher works faithfully through every page of the exercise. The teaching materials are inadequate in another respect; there is usually a series of students' books, without guides for the teacher, worksheets and activity sheets for helping students in reading, comprehension, phonics and spelling.

The Teacher

The third problem to be encountered was the retraining of teachers. There is a wise old saying that you cannot teach old dogs to learn new tricks. I disagree with the saying, however wise it may be for I emphasise that it can be done, only it takes much effort, patience and diplomacy to teach new methods to teachers of English firmly imbedded in old methods. I have found that a change of attitude and re-orientation of mind is necessary before the teacher can lose his identity in the new method. Even when he is partially converted shades of the old method keep appearing so that he has been known to vacillate between the two.

Apart from the refusal of the individual to be converted there is a more serious problem connected with retraining programmes for teachers. It is generally a shortage of finances coupled with a shortage of competent personnel who can be kept on the programme for a number of years. Of course, both these can be overcome for instance, if the limited finances were used to train a small core of persons almost to perfection then use them to carry out research in planning lessons that could be printed into booklets, broadcast, taped or televised. But I am sure Malaysia is not alone in having a shortage of facilities for such full-time research into methodology and re-training of teachers.

Tests and Examinations

Last but not least among the problems hindering the satisfactory implementation of the structural approach is the bogey of the examinations. - This fear dominates not so much the student as his parents and teachers, including the school principals. From the first day of school certain children are taught to read and write, in preparation for the examination. As public examinations do not normally include an oral test, many teachers, principals and parents think it is a waste of time teaching spoken English. The parent being illiterate wants to see tangible signs of progress, i.e. his child reading from page 6 of the textbook today and from page 7 to-morrow, or that he has written half a dozen words or sentences in his note-book. It does not matter to the parent whether the books are dull or his child cannot utter a word of English.

Successful Implementation of a Teaching Method

If a teaching method or approach is to be successful there has to be unity of purpose, concerted action and co-operation from the three bodies responsible for implementation namely: those who are responsible for planning the course (and syllabus), those who prepare and supply the teaching materials and the teachers who teach using the new approach with the syllabus and materials as guides. This is especially true of the Structural Approach. No two can stand without support from the third.

The Teaching of Written English

From a structural point of view, written English may be defined as the reproduction in writing of known structures and vocabulary. In the early stages students are able to reproduce the actual structures and vocabulary taught in class, later they are able to substitute the structures and vocabulary in similar situations, and finally they acquire sufficient control of the second language to choose the appropriate structures and vocabulary to express their ideas and feelings. At no time during the course should students of a second language be required to express complex, abstract ideas in their writing. For the free expression of original or complex ideas, for using language with precision and with sensitivity, compositions should be set in the mother-tongue. Teachers and examiners who set the same aims for written English, irrespective of whether the language they teach and test is the mother-tongue or a foreign language are apt to expect unrealistic, higher standards of performance in written English from second language students, higher than these students are really capable of.

Appendix II is being submitted with this paper to show the relative level of attainment in written English reached by good students in some of the best schools in Malaysia. The four categories of pupils whose compositions are shown in the appendix have been exposed to English is slightly different ways e.g.

Section	Form/Std.	Age of Student	Total Hours of English Teaching	Main medium of Instruction in School
A	Form III	14	875	Malay
	Form V	16	1,186	"
	Form VI Upper	18	1,346	"
B	Form *III	15	2,040	English
	Form *V	17	1,733	"
	Form *VI Upper	19	2,266	"
C	Std. IV	9	1,106	"
	Std. VI	11	1,586	"

The compositions I have presented here are uncorrected versions of students' class-work. The compositions in Section A were written by students of Malay-medium secondary schools, who learn English as a second language. A study of the work of the Form III and the Form V students shows that they are not free from errors. Grammatical errors such as the disagreement of verbs in the subordinate and main clauses, disagreement between the subject and verb in number, the use of a double past tense, a switching from one tense to another within the same paragraph and instances of negative transfer from the mother-tongue as e.g. a night bath, at 30 past 8 to-night. Sentences tend to be short. In fact, the compositions are simply lists of structures around a time sequence or a topic. They are not linked together naturally, in fact hardly linked at all. But the important point is that the structures and vocabulary have been reproduced with 90% or more accuracy.

The composition by the Upper Form VI student in Section A is an obvious example of "free" composition, freedom having been permitted before the learner has attained fluency in individual structures and the use of vocabulary in context. One is amazed at the number of structures and vocabulary he has acquired in his school life. At first glance he is able to impress the reader but the composition does not stand closer scrutiny for he is unable to develop his ideas, which are simply catalogued one after another. There is a lack of clarity and in many places the composition is almost unintelligible. This is an example of an ambitions effort at composition by a learner of second language, who is not very fluent in the use of English.

---

* Their medium of instruction in the Primary School was Chinese. At the age of 12+ these pupils studied a year's intensive course in English. They entered the English-medium school at Form I at the age of 13+.

Section B contains the work of students who were first introduced to English at the age of 9+ while in the Chinese-medium primary school. The students were then transferred (at 11+) to secondary schools where English is the medium of instruction. However, before they could be admitted to the first year of the English-medium secondary school they had to study a year of intensive English in the Remove Form. The influence of the Remove and the use of English as the medium of instruction is revealed in the linguistic ability of the students. There are some grammatical errors but sentence structure is more complex. Sentences are longer and flow more naturally in the paragraph. The compositions show the development of the writers' ideas.

Sections C and D contain compositions by students of English-medium schools who commenced learning English at 6+ and used it for learning all other subjects all the way up the Primary and the Secondary school. We note for instance that although their ideas are simple, the repertoire of structures and vocabulary is limited, the students in Standard IV (age 9+) express themselves naturally and fluently in English. They have something interesting to write about.

What is the moral of this incursion into students' written work? Should we test all students alike - e.g. in composition, simply because they are in Form III? Does an increase in the allocation of teaching time necessarily produce fluency in writing? Or is it more effective to provide a year of intensive English later in the course, when the student is older and is motivated into mastering the new language? Or is it really the <u>use</u> of English day after day (e.g. as a medium of instruction) that is more effective than three, four or even five hours of English instruction per week?

Not only are these questions pertinent but they will remain enigmatic until more research into the different situations is carried out and conclusive evidence can be found.

Conclusions

From the study into the written ability of children learning English as a Second Language, and from the study of the problems that have arisen as a result of the implementation of the Structural Approach in Malaysian Schools it is possible to conclude that the Structural

Approach is a difficult approach to adopt on a country-wide basis. At all stages in its implementation certain essential requirements must be made available e.g. expert knowledge on the construction of the syllabus and textbooks, the teaching techniques demand a great deal of skill and hard work on the part of the teacher and supervisor, skills have to be closely integrated, and where reinforcement of the teaching is lacking in the environment then constant and vigilant revision should be interlaced into the teaching, so that every item taught is not only drilled thoroughly in the classroom, but it is revised, the following day, and again in a week's time, once again after a month's interval and yet once more before the end of the term. Only in this way can language habits be formed in areas where the learner is prevented from making use of the language. When a new method or approach is introduced on a nation wide basis the committments to the authorities, in the initial stages, in terms of finance, expert staff to re-train teachers and produce material, etc. is often forbidding if the country concerned was to make a fresh start each time. For this reason I think it is not advisable to switch from method to method, and implement it on a large scale until and unless it is first implemented in a selected area of the country, and found to be successful.

Recommendations

The following general recommendations are made in this report on various aspects of second language teaching. It is recommended that:-

1. Preparation of Materials and Training Schemes for Teachers

It would be economical in the long run if research into preparation of suitable teaching materials including teaching aids and suggested programmes to be used in the training (or re-training) of teachers of English could be carried out centrally and disseminated as they became available to all member countries in South East Asia.

2. Tests and Examinations

At the primary level an oral test, rather than a written one would be more suitable to test proficiency in English as a Second Language. Such a change would also put an end to the practice of starting reading and writing too early in the course.

3. Preparatory Courses

Teachers of English and students intending to go to English-medium universities would derive more benefit from an intensive post secondary school 6-month or 9-month course, judging from our experience in the Remove Form. Such a course needs to be carefully planned and the materials structured, with a bias towards science, medicine or technology wherever the need arises.

4. Exchange of Ideas

The SEAMEC Centre would be performing a useful function if it encouraged a two-way flow of ideas and research expertise among member countries with a view to solving LOCAL PROBLEMS. This may be done through paper communication and or loan of personnel for short periods.

/SNL.

Appendix I

Allocation of time to the Teaching of English vide Schools (Courses of Studies) Regulations 1956 (revised 1967)

The Primary School	English-medium	Malay-medium	Chinese/Tamil media Schools
Standard I	420	180	nil
Standard II	420	180	nil
Standard III	420	180	120
Standard IV	400	200	180
Standard V	360	200	200
Standard VI	360	200	200

The Remove Form*	720 minutes per week	
The Secondary School		
Form I	240	160
Form II	240	160
Form III	240	160
Form IV	240	
Form V	240	
Form VI Lower	Gen.Paper & Eng. Language approx. 400 - 500	80
Form VI Upper	- do -	80

Note: All times stated show the MINIMUM requirements per week.

* The Remove Form. This is an additional year of schooling bridging the gap between non-English medium Primary Schools and the first year of the English-medium Secondary School. The aim of the course is to provide a year's intensive course in English before transfer to Form I of the English-medium Secondary School where the medium of instruction for ALL subjects is English.

APPENDIX II

Appendix II contains specimens of uncorrected versions of compositions produced by good students in each of the following types of schools:

A Malay-medium secondary schools

B "Newly conforming" secondary schools

C English-medium secondary schools

D English-medium Primary schools.

SECTION A

The compositions contained in this section of Appendix II were written by students of Secondary Schools whose sole medium of instruction, except for English, is Malay. The Form III pupils have been through a course of approximately 873 hours in their combined Primary and Secondary school life. The Form V students would have had a total of 1,186 hours of English and the Form VI students would have had approximately 1,346 hours of English prior to their writing these compositions.

What I do Every Sunday

Sunday is a holiday. I don't wake up early every Sunday morning. I wake up at half-past seven. I do not help my mother to prepare a meal for breakfast, because I wake up late. After taking my bath, my family and I eat our breakfast. Then I wash the dishes and clean the house.

My mother goes to the market. When she comes back I help my mother to prepare a meal for our lunch. My mother, my father, my sister and I take our lunch at about half-past one.

I iron my school uniform every Sunday evening. My sister and I watch television in the evening. I play badminton with my friend every Sunday Evening. Sometimes I go for a walk in the evening.

I help my sister to do her homework. After finishing my homework, I have a night bath. Then I go to bed. I sleep at about nine o'clock every Sunday.

Retelling of An Episode

Ali was travelling abroad in his new red car. To do some shopping he had to park his car near a circus. Returning from his shopping he found a big shock waiting for him. His new car had been damaged. From the boys playing nearby he found out that an elephant from the circus had damaged his car. He soon was gone to the circus owner for an explanation. The owner was shock when he heard the story and he apologized to Ali for the accident. He explained that the elephant had had a big round red chair and unfortunately the

brute had thought Ali's car was his chair. The owner too wrote a letter in which he explained all the happening and that he would pay for all the damages.

When Ali return to his country the Custom's officers would not believe d his story. They said that Ali had sold his new car and bought an old one. It was when Ali showed them the letter that they realised Ali was telling the truth.

By Form V student (Malay-medium secondary school)

A DIALOGUE

Place:	In the airport.
Time:	One morning.
Mr. A:	Officer, pass me my visa please.
C. Officer:	Which one sir, the one on my table?
Mr. A:	No; the one your are holding.
C. Officer:	Oh, I'm sorry; I seem to be forgotten about it.
Mr. B and Mc	Are you Mr. A?
Mr. A:	Yes; that's right, who are you anyway; I don't think we met before!
Mr. B:	I was send by Mr. D to bring you your cars. Which one do you want to drive; the green one or the red one?
Mr. A:	I think I choose the red one.
Mr. B:	That's good Sir; Mr. C will drive it for you.
Mr. C:	which one is your luggage; the one near the door way or this one sir?
Mr. A:	This is the one.
Mr. B:	Mr. D will meet you at Mount Pleasure Motel Sir, the one you stayed before.
Mr. A:	I will be there at 30 past 8 to-night.

By Form V Student (Malay medium secondary school)

Writing a story from the picture given.

A gardener come to the public park to sweep all the leaves there. When he entered the garden he saw a dog on the lawn of the garden. Slowly he approached to the dog and kicked it. Actually the dog was belonging to a boy and a girl. They were strolling in the park. They did saw the gardener kicked their dog.

The dog had run away and the gardener started to sweep all the leaves. He gathered them together in a spot and then put them into a basket. Now the lawn was very tidy. He carried away the basket. Suddenly the wind blew. The stronger wind blew all the leaves out of the basket. They scattered all over the lawn. The gardener become angry because he had to sweep again. He stamped his foot.

The boy and the girl laughed at him. They did that as a revenge to what the gardener had done to their dog. And without helping the gardener the children walked away.

By a Form V Student (Malay-medium upper secondary residential school).

Science, Man and peace.

It happened twenty-four years ago.. - Two American bombers approached the busy wartime metropolis of Hiroshima. A few minutes later the first world's atomic bomb exploded - An explosion that snuffed out countless lives in an instant and left Hiroshima bleeding and devastated. It's effects did not stop here. It pursued and caused a subsequent sufferings and miseries to Japanese. It was really a grim experience for them.

Is science really responsible for this? Can Rutherford, Einstein and Newton be blamed for this man-made incident? No! Science is only a method. By itself it is harmless. Nor can we blame Rutherford, Einstein and Newton. They just put forth their innocent theories which were of a great contribution to the field of study and research.

Through the misuse of science the consequences are dire - destruction of human race, annihilation of cities and other atrocities beyond comparision. But will all these possible if the is no political lunatics, no masters of war? Those who have paramount desires for conquest, those who like to see others suffer, those who have not got a sense of responsibility and even a little sense of humanity are solely responsible for the cause.

Science should never be used to annihilate towns, to destroy human beings, their cultures and their civilisations. Science should never be a threat to human survival. It should be harnessed for the benefit of mankind. It should be utilised for peaceful purposes, to solve all disheartening problems facing man - under-nourishment, mulnutration, poverty, an incurable diseases and air pollution.

Today, glad to say that there is a hopeful indication of this. Television is a part of scientific accomplishments which entertain men. Sophisticated satellites which zoom far above our heads, transmitting information, have already saved thousands of lives from the clutches of natural calamities such as typhoon and hurricane.

Radar enables smoother, faster and easier communication. Computer ensures more speedy work.

In other fields also, science has been increasing by leaps and bounds. In medical field particularly, scientific achievements are incredibly startling. Open-heart surgery, heart-transplanting are nothing more strange nowadays. It is a familiar sight in all outstanding hospitals through out the world. Even a newly-died man can be revived for several minutes by inserting an electrode into his chest, so as to give him some electrical shock, enough to make his heart pumping.

Cornea grafting which illuminates the world of the blind is now made possible. Laser beam, X-ray are being extensively used to diagnose and cure some of dreadful deseases like cancer and leukemia. More effective drugs such as sulphonamides are being used to relieve pain as well as to cure deseases.

The science of oceonagraphy, the study of wave movement have so far proved greatly benefitable. It enables man to detect the swell, to trace the path of ravaging hurricane from the distance of several miles apart. It is really of a great help to any linear or ship while it is navigating.

It is an undeniable fact that science has a truly amazing latent potentiality. Nuclear power for instance could turn the fertile Bikini Island into a barren, uninhabited land and contaminated its surrounding water. However, this energy, if utilised correctly are greatly advantageous to the mankind. It has now been used as a fuel for submarine, enabling it to travel for two years without being refuelled.

Recently, an eminent Australian scientist claimed that he had succeeded in extracting protein from grass. If this were true it would certainly be another outstanding achievement in science. An achievement that promises adequate food for thousands of half-starving men in India and Biafra - that promises a solution to the world's undernourishment problem, the problem which has a degrading effect on mental efficiency.

Those I have mentioned above are nothing but a drop of water in the ocean of scientific contribution to mankind.

It is sometimes pathetic to note that scientific knowledge is only within the grasp of certain men - and this men apparently cannot escape from political interference. They usually have long-life devotion for science. They are willing to work for the welfare of human being but they are sometimes interrupted.

However, in the meantime lethal weapons continue to be invented. Discovery of deadly gases such as amstard gas, nerve gas flourishes unexpectedly. Thus, many consider that science serves another purpose - to initiate war and the scientists are considered the key figures behind this offence.

It is understandable that all normal men hate war - the war that causes a subsequent miserable conditions. Having seen what war had done to Japanese, Arabs, Viatnamese, men come to realise how of great Ymprtance the peace is.
Being a nation ravaged by war, the viatnamese know how much they have to suffer. They are indeed constantly yearning for pease - the time during which they hope, the work of reconstructing their towns can be carried out without being smashed again by bombs and mortars. It is rather unfair to blame science for their miseries

because science itself is under the control of man. Men have founded science. They nurture it, fertilize it until it blossoms into a full bloom. They are probably two types of flower - the one that always sends out sweet aroma and blesses everyone; the other is so unpleasent, sending out irritating smell we all hate. So men should be aware, not to apply the wrong fertiliser - later will cause a great inconvenience to us. We should also realise that the work of maintaining peace is a part of our responsibilities. It is a responsibility of every individual, ranging from uneducated peasants to the influential world's leaders. Those leaders play a vital role in maintaining the world's security. They have behind them, strong reinforcements, intercontinental missiles and nuclear power. Kosygin, Nixon, Wilson and Mao Tse Tong should realise: it is upon their shoulders that the world's peace lies. Once they abuse their powers, they misuse scientific advancements, the entire world has to suffer. If this were to happen it would be really an unforgivable sin for them.

So let we wish, there would be no more misuse of science in future. Man, science and peace are inter-related. Science has proved itself very helpful. It has also proved itself very destructive. Man therefore, should use science intelligently. It should be steered along the correct path. Designed for the benefit of mankind and the world would be as peaceful as heaven.

By Upper Form VI student (Malay-medium upper secondary residential school)

SECTION B

The compositions in this section of Appendix II were written by students of a "Newly-Conforming" Secondary School whose sole medium of instruction in the Primary school was Chinese with the exception of some of English and Malay. They were then subject to a year's intensive course in English in the Remove Form and have since been in an English medium secondary school. The student in Form III would have learnt English for a total of approximately 1,373 hours, while the student in Form V would have had a total of not less than 1,666 hours, and the VIth Form student approximately 1,986 hours. However, the important point to note here is that commencing with the Remove Form these students have been in an English-medium school, which uses English as its sole medium of instruction except for Malay and Chinese languages which together would occupy only about 1/5 of the time given to the entire curriculum.

An Unforgettable Day In My Life.

The most unforgetable day in my life was on the 31st of Janyary 1968. It was a day when I nearly lost my life.

It was early in the morning, my parents and I set off a trip to Japan. Soon afterwards, we were on our way. The gentle breeze greated us as the ship moved towards the open sea. All of us were in high spirits. We walked leisurely on the board enjoying the view. The sea was calm and the sun shone brilliantly. The view was really attractive. Although it was rather hot outside, we enjoyed ourselves very much.

After a few hours, the weather suddenly changed. The whole sky was covered with huge clumps of black clouds. Soon, it began to rain heavily. The thunder boomed and the lightning flashed. The wind blow strongly and the sea was very rough. We quickly went inside to take shelter. Our ship swayed here and there so it was quite difficult for us to stand steadily. The situation was really horrible. From out of no where, there came another ship moving directly towards us. We could not see that ship clearly because the fog was too thick. I felt that if there was really an accident, it was the end of my life. Unexpectedly, we could not avoid it. Suddenly, I heard a very loud noise "Bang". We heard from the announcement from the captain that all of us must not be afraid.

All the passengers in the ship were very worried and frightened. Screaming and crying could be heard from every corner of the ship and the people were running here and there. The captain tried to calm the passengers, but it was of no use. As I was running with my parents, I felt something very heavy falling on my head and I was unconscious. .....

When I came to myself again, I noticed that I was flying in the helicopter with my parents sitting beside me. I felt that it was really a narrow escape.

By Form III Student (Newly-conforming English medium Secondary school)

Who contributes most to the Welfare of your country, the teacher, the doctor, or the politician?

The teacher, doctor and politician are all the pillars of our country. They are the people whom our country depends for stability, peace and progress, but to say who contributes most to the welfare of our country is a difficult question. However, in view of the long-term effects each has on the destiny of our country, I would say that the teacher contributes most.

It is true that the politicians are the leaders of our country who exert a great influence on the common people. They are usually regarded as the people whose tact, innitiative, eloquence, responsibility and perseverance form a torch to lead us from a place of total darkness to a place of brightness. However, one should be reminded that not all politicians are able men, and farthermore they are always bound to be lured by personal benefits to practise corruption. A corrupted politician thus acts as a figure-head who nipple away the wealth and riches of our country rather than promoting its welfare. In short, a politician may win the support of the people by his rhetoric, and yet lead them to a disastrous end.

The Roman maxim that one should strive for a healthy mind in a healthy body is sound, and the mark of the doctor is to see that all the citizens are strong and healthy. Certainly we would not cherish a country which is infected with sickness, diseases and epidermics. What we want is a strong and healthy nation, and not a nation of hook-worms. In this respect, the doctor is inevitable to our country. However, it should be pointed out that all the efforts of the doctor would be futile if the patients do not cooperate with him. To make the

common people, especially those from the rural areas, give their fullest cooperation, one should first make them aware of the importance of health and hygience. In other words, we have to educate them first, and this is the work of a teacher. Hence, the teacher in imparting knowledge on the students in the remote areas help to wipe out all the superstitious rites and rituals which have been associated with herb medicine.

Education is not only limited to the medical field. In fact, education is a necessity to a happy and successful life. The extent to which a country progresses both economically and socially depends greatly on how much its citizens are educated. A country, like Nigeria, where illiteracy is still widespread, is always backward and undeveloped. Malaysia is in no ways as advanced as Japan because a large part of the population is still not educated or at least adequately educated. Our human resource is still meagre and unskillful. Thus the chief contribution of the teacher is to produce a new generation scientists, technologists, doctors, business men, writers, architects, engineers and politicians who in turn are the building bricks of our society.

The teacher also plays a vital role in the maintainance of peace in our country. In school, the students are taught civics, moral sciences and discipline. They are trained to become responsible and civics-minded citizens who are ready to make any sacrifice to see that our country's peace is not disturbed either internally or externally. Recent events have also told us that most of theupheavals of the world today are caused by young boisterous students. Thus the teacher's role is to see that the students are not misdirected by any subversive elements.

In conclusion, education, which was once regarded as an Utopian dream by many sociologists, has today become the centre of that world-wide revolution which is transforming man's life more drastically than the Renaissance, the Reformation and the Space Age all rolled into one. It is in this respect that the teacher contributes most to the welfare of our country though his work is a humble one compared with that of a politician or doctor.

By Form V Student (Newly-conforming English-medium upper secondary school)

The Moon

From time immemorial, man had been fascinated by the silvery light that comes from the moon and the regular wax and wane of that brightest body hanging over the dark sky in the night. Ever since man learned to recognise the moon, it has been correlated with a sense of softness, warmth and beauty. This feeling, from the fact that the moon brings light, without the accompanied intense heat as given by the sun, to the earth at a time when light is precious. As a result, man has developed a kind of love for the moon and a desire to go there.

Now, it is almost high time for us to give a survey of the past writings concerning the 'mysterious' moon. A famous Chinese legend tells of a beautiful girl who fled to the moon with her favourite rabbits after eating a godly herb. The legend further indicates that the shadows on the

psycological point of view, seems to arise from the

moon are due to the palace within which live the lovely girl and her rabit. Many legends of other countries tell much the same thing and there are many famous poems which reflect the same kind of feelings - dreaming of going to the moon or regarding the moon as their intimate friend.

It is, indeed, a great pity that these beautiful dreams should be shattered to pieces by the advancement of science. Science has revealed that the so-called lovely moon is none the other than a desolate place, devoid of any life and even of the essential air and water. The moon, as disclosed by the telescopes, the satellites, the spaceships and the radar, is only a monotonous place, containing nothing other than the barren rocks and the dust that covers the whole surface of the moon. There is no buildings, no beautiful girl, and no god as imagined by the ancient writers and poets. I wonder how they would feel if they have the chance to discover these shocking facts.

Today, man has approached the possibility of landing on the moon. Most of the mysteries of the moon has been revealed through the various scientific methods. Our views of the moon is no longer filled with mystery, or any sensation as mentioned above, but with a decision to master and to conquer it. The American (U.S.A.) government has recently announced that her spacemen will make an attempt to land on the moon in the summer of this year. I hope at that time we will be able to enjoy that exciting and splendid success ever achieved by human beings - a success that will solve the long imaginations of mankind.

By Form VI Upper Student (Newly-conforming upper secondary English-Medium school)

SECTION C

The compositions in this section were written by students from English medium schools. Besides using English as a medium of instruction they would normally have studied English as a subject for the hours shown below in both the Primary and Secondary schools:-

Form III Student	-	Approximately 2,026 hours in an 8 year course
Form V "	-	Approximately 2,319 hours in a 10 year course
Form VI "	-	Approximately 2,640 hours in a 12 year course.

Interesting places in the world

The alpine wilderness of Mount McKinley National Park is one of the most magnificent of the American scenery. The moose, the caribou with crooked antlers, grizzly bears and mountain sheep make their home here on the alpine tundra pasture of moss and trees.

In contrast to the cool alpine mountains are the white-washed buildings under the African sun. In the glaring sunlight, they are havens to the desert traveller who can get dates and water there.

The people of Africa are mainly Muslim thus it is a common sight to see mosque at almost every main road. The black stone or ka'aba of Mecca is considered as the holiest place of Muslim worship and every year people from all over the world go there, Tourists and Pilgrims alike. The markets around are full of trinkets, rich carpets and emboridered shawls for sale. A curious thing is that whenever it rains heavily, the water flows down from the hills into the city, filling the streets with water. The tribesmen on their camels in the desert are a lovely sight. The pyramids of Cairo also attracts many tourists.

To the North is the famous Mediterranean sea noted mainly for its climate and fruit trees that flourish in the countries around. The sea is often dotted with yachts bobbing up and down on the water, the sunset, golden red and the people enjoying the beaches and warm sea. Somewhere in the Mediterranean are the islands of Sardinia, Corsica, Sicily, Crete, Malta, Cypurs and the best - Capri.

Many parts of Capri have been planted with figs, grapes and lemon trees. The North-western part of it juts out into the Mideterranean sea and it is there that the blue grotto is found. This grotto consists of openings in the rocks below as well as above the sea. The caverns here with stalactites are filled with a brilliant blue light when the sun shines thus giving the grotto its name - blue.

Greece is famous for its ruins of ancient temples dedicated to the Gods and Goddesses of ancient Greece. The while collosal pillars, standing tall amidst cobbled, grass-filled court yards are better seen in the moonlight.

Another place with its vine clad lands, pale sunlit beaches, is France. The cathedrals with tall spires are of gothic architecture and some date back to the time of the Renaissance. Open air cafes are common as it is a French habit to sip wine or coffee during the day.

Other interesting places are Edinburgh of Scotland where the strains of bagpipes can be heard across the glens, Oslo, the beautiful capital of Norway; Copenhagen; the black forests of the River Rhine and last but not least, the pearl of the Orient - Penang.

By a Form III Student (English-medium Secondary School)

<u>Describe some of the problems connected with a hobby in which you are particularly interested.</u>

Stamp collecting is my hobby, but my style of collecting stamps differs from that of many people and holds more problems. Unlike many people, I collect my stamps in sets and it is only after having a complete set that I mount them on black cartridge paper and insert them into plastic bags. I then bind these bags together to form little booklets.

The main problem, of course, is getting the stamps. A complete set of a certain stamp is hard to get if you just sit and wait for letters to come. I visit stamp dealers to reach for stamps I want, and I find that this hobby is becoming very expensive.

When I have obtained a complete set, I then have to carefully peel off the stamps from the envelope.

Now there are some people who, after putting a two dollar stamp on the envelope, plaster the sides of the stamp down with gum. In such cases, I have to soak the stamp for a long time and very, very gently try to get the gum off.

Once the stamps have been dried I have to cut rectangles, five inches by three inches, on which to mount the stamps. I naturally have to buy black cartridge paper and so more money is spent. When the cartridge paper is ready, the stamps are then pasted on by means of stamp hinges. These hinges are very sticky and must be used up in a few days. Should they be left exposed too long, they stick together and the only place for it then is the dustbin.

Once they have been stuck on, the next problem is to get them nicely pressed. I once tried ironing them but this ended rather tragically. So, for this purpose, the dictionary and the geography book are just ideal. So, I put the mounted stamps in an excercise book and place the dictionary and geography book on top. After about two days, the stamps come out beautifully pressed. Once this is done, I slip the mounted stamps into a plastic bag measuring five and a half inches by three and a half inches. Incidentally, these plastic bags cost seventy cents for fifty and so I have to fork out more money.

When I have about ten sets, I then bind them together and despite sore and sticky fingers, I find this hobby of mine very rewarding even though it may have its problems.

By a Form V Student (English-medium Upper Secondary School)

A short story - The Final Chapter

The dreadful sound thundered in their ears once more, and they huddled closer together. Another anti-matter device rocked the foundations of the bank vault in which they man and his girl had been taking refuge. The epicentre of the last blast was at least 1000 miles away. Seaming heat waves of the infra-red ray type roasted alive billions within a ten-thousand mile radius. The puny thermo-nuclear and hydrogen boms of the 20th. Century A.D. , had long been past absolete. The intense ultra-high frequency sonic waves dis-integrated everything below the hardness of rock within a hundred mile radius, sonic waves generated shock waves from one end of the earth to another. The bank vault trembled every time shock waves reached it.

The man was a minor executive in the largest bank of the U.S.S.R., situated deep underground in the Kamchatka Peninsula. The bank vault, containing most of the gold bullion of the Russians was very thickly reinforced against possible attack and destruction by the enemy block. Earlier, the man, bored to tears by the monotonous office work had sneaked into the vault with his secretary, also his girl-friend. There, among the glistening gold bars worth over two trillion roubles' they made love.

The general manager, who was wuite aware of his sub-ordinate's "extra-mural activities" decided to put a stop to the nonsense once and for all; he sealed the vault - thus sealed, it could not be opened again; the next morning, at precisely 8.00 a.m., it would automatically open again. He thought that making the couple spend the whole day and night without food or water would cure their misconduct. A momentous decision! The two were fated to be the only survivors of the terrible war that would devastate the earth.

It was morning, at eight, but never again would the birds sing nor the cock crow. The vault doors created painfully open to reveal the grisly fate of the human race - victims of self-annihilation. There was no doubt about it; none could have survived ultra-high sonic bombardment and the roasting infra-red rays (these long waves are generally 'reflected' back to earth by the atmosphere) coupled with the super-intense radiation bombardment by all the anti-particles of the 'anti-matter devices' - anti-neutrinos, anti-mesons, anti-elections, anti-protons - the whole lot of them. There was no time even to run to the nearest shelters (each 1000 feet deep) when the death-dealing devices swooped down without warning from their circular orbits round the earth. The U.S.S.R. employing the "attack - is-the-best-defence" strotegy had reckoned on wiping out the "southen bloc" in one or two 'strikes! However, as soon as the first Russain device exploded, the enemy activated automatic systems for retaliatory, saturated blasting of the whole northern bloc.

One face of a dead human being was encountered by the two, staring poignantly into the sky at the senseless wave of obliteration. No other human beings were recognisable, having been charred to cinders.

"Connie, Connie" called the man softly, - fearfully, to break the terrible, eerie silence - the pall of death, "we must be very brave - we have to perpetuate the human race all over again". He faltered as his own mental strength ebbed away.

She did not answer. She was fighting frantically to avoid passing over the brink of insanity. The insanity of Man stood naked, hideously manifest in the annihilation of himself.

Then their minds were thrust to face a wall - a wall of death and desolotion - the wall prisoners face before being executed by the firing squad; the insuperable obstacles to the task of their survival, even more so of creating progeny swamped them in dread hopelessness.

The rising sun found them locked tightly in each other's arms - their thin protective mental sheath which is formed by a common feeling of hopelessness was shattered by the dull red corona of the sun peeping from horizon to horizon - an immense ball of fire it soon became and the two were mesmerised at the flaming wonder.

Deadly radiation, no longer impeded by the protective atmosphere permeated their cells and mercifully, they died, their minds blank, still locked in each other's arms before the cruel sun could incinerate them. The era of Man had ended - ended most ignominiously.

By a Form V Student (English-medium Upper Secondary school)

Student unrest is a bad social symptom.

Ours in an age of student unrest. Student unrest no longer confines itself to such traditionally revolutionary cities as Paris - it is worldwide! Obviously, student unrest is symptomatic our sociological changes, most of which are undoubtedly for the worse.

Why do so many students take to the streets today? "To protest against the maladministration of the universities, and to press for more freedom," so they allege. But a closer scrutiny reveals that most of their demands are highly unreasonable. One of their typical demands is that the university authorities should not interfere in their personal lives. But it only stands to reason that complete freedom granted to students to do whatever they like without taking into consideration the effect on others is hazardous and violates the very principle of democracy.

Admittedly, many students rebel against the authorities owing to legitimate causes, among them the inefficiencies of the ruling governments being the most prominent. However, the end does not justify the means. What rights have they, to resort to violence, to assault the police?

More sinister are those who have become resigned to the surrounding social unjustices and seek to run away from reality by taking L S D or becoming hippies.

The basic cause lies in the home. Home is still the world's first authority, whether we like it or not. Just like a factory to its products, so does a home to its children. Home is where our important youthhood is spent. Home is almost the only place where a sense of values can be cultivated. Yet, sad enough, every third home in the United States collapses through divorce have become inaccessible to a child who has an alcoholic father and a working mother. On addition, there is the generation gap, which breaks down any communication. Under such circumstances, it is small wonder that so many children with great promises grow up to be juvenile delinquents or defiant students. Thus, our present social pattern breeds student unrest.

The educational institutions are also to be blamed. Each year, the universities turn out tremendous numbers of doctors, lawyers, engineers, etc., and also hippies, student activists, drug addicts, sex perverts, etc. So much emphasis is laid on materialism, science and technology that our own selves remain unexplored, and happiness still remains myth.

The society at large cannot escape the responsibility for student unrests. The "do as I say, not what I do" attitude of the adults cannot help but leave many juniors disillusioned, frustrated and indignant. Would the governments concerned have taken concrete steps to remedy the situations in their countries if the students had not resorted to violence, to protest?

As has been elaborated earlier, student unrest itself implies that the homes and schools are not what they should be. However, it should be borne in our minds that student unrest is a symptom of our present collapsing social structure. This symptom should serve to send the authorities to remedy the social situation, for what follows the symptom is unimaginable!

By an Upper VI Form Student (English-medium Upper Secondary School)

SECTION D

The compositions in this section were written by students of English medium Primary schools, who learn English as a subject from the age of 6+ and use it as their sole medium of instruction for all subjects of the curriculum except Malay. The Standard IV pupil would have learnt English as a subject for approximately 840 hours in the first 3 years of school while the Standard VI pupil would have learnt English as a subject for not less than 1,586 hours.

The Game I Like Best.

The game I like best is badminton. Although I am not a very good badminton player I like the game very much. I like badminton very much because it is a very good form of exercise for your arms, bodies and legs. Quite often, I used to play badminton with my neighbour friends. Sometimes, my father took me to the Sports club to watch the inter-club badminton compotitions. I like to watch the action and the style of the players during the game. In Malaysia, badminton is the most popular game amongst the school children and adults. Badminton is really a most interesting game for everyone. In badminton, the game can be played either by two or four players. I hope one day, I shall become a good badminton player so that I can represent my school.

By Standard IV Student (English-medium Primary School)

Myself

My name is Zulfigar Bin Yasin, I am a Malay boy. My hair is black, my eyes are brown and my face is square. My class is Standard IV Red. I am ten years old. My father's name is Yasin Bin Saini. My father is about thirty-four years old. He is a teacher. My mother is a teacher too. I have two sisters and one brother. My parents love me very much. I love them very much too. We all live at No. 99A Jalan Sheik Madar, Penang. I am studying at Francis Light School. My school is at Perak Road. It is quite a big school. Every day I go to school by car. On Saturday and Sunday I go to my grand-mother's house. Sometimes I play badminton with my friends in the evening. Playing badminton and reading story books are my hobbies.

By Standard IV Student (English-medium Primary School)

A Visit to A Fun-Fair

One day, while my family and I were on a tour of Malaysia, we stopped at Kuala Lumpur. We stayed at a hotel which was twelve storys high.

My evening was spent by sight-seeing with my brother. There were quite a lot of things to see, especially the National Monument, Dewan Negara, Dewan Ra'ayat and Istana Negara which, even

from the outside looked very beautiful. My brother noticed a Poster abour a Fun-Fair. After that we rushed to our hotel. My parents were not there as they had left for Petaling Jaya. I told my uncle about the Fair and we decided to visit it the next evening.

That evening, my relatives and I went to the Fun-Fair and I noticed that it was brightly lit. There were hoopla stalls, waxwork shows, aquariums, food stalls and roundabouts. First we went to the hoopla stalls. Only two of us were lucky. They were my sister and me. My sister managed to ring a camera while I won a transistor radio.

The waxwork show was our next stop. The admission was 50 cents for adults and 30 for children.

There were a lot of heroes, among them were Hang Tuah, Tun Perak, Sir Andrew Clarke, Sir Francis Light and Tunku Kudin.

We then visited the aquariums. We were amazed by the varieties of fish there.

We were quite hungry by then, so we decided to have a snack at the foof stalls.

My brothers wanted to have a ride on the roundabout but our aunt told us that it was too late.

Thus, ended a very exciting day.

By a Standard VI Student (English-medium Primary School)

My Favourite Uncle

I should think I have more than half a dozen uncles, some humorous, some sober, some fat, some thin, and so on. I have often received little presents from them, a box of chocolates, sweets and so on. I am so happy as any other girl whenever I receive these little things and they do win my hoart at times. I like all my uncles, but my favourite one is a young fellow.

He is Boo Hok Hoe, a younger brother of my mother. As he has been brought up and studies in Thailand, he is a Siamese citizen. His Siamese name is Phaitoon Lelarkunlaij.

Here's what he locks like. He stands about five feet six inches, weights around nine stones, is good-looking, broad-shouldered and a great joker. He is simple and generous in nature, and to crown it all, he is a very honest fellow and his favourite proverbs are 'Honesty is the best policy' and 'Cowards die many times before their death'. Although Uncle Phaitoon is studying Siamese, his English is not bad.

Now I shall explain why I favour him. You don't always find someone who never fails cheering up people, do you? Well, my Uncle Phaitoon has that talent. Reason number two, he is one of the most good-natured and humorous fellow I ever met. He knows when to laugh crack jokes, and be serious. He is a very sensible and reliable lad and I am very, very fond of him, although he's no star pupil. But he is a wonder at figures and cross-words.

At present, my uncle is studying at the Wangde Colledge in Songkla, Southern Thailand. When my brothers and I meet him during the holidays, he often has lots of jokes and stories ready for us. He had cheered me up lots of times, and I must say, at times when I am feeling bad, they're so much better than my father's medicine.

On one occasion, he told us that some of his friends and he tried cooking crabs themselves, and the next morning, all went to the sick bay for eating half-cooked crabs.

Well, I certainly am looking forward to meeting my cheery uncle this holidays. I always look forward to seeing him. I'm sure he will have lots to tell me again. He will always be my favourite uncle, sure as pie!

By a Standard VI Student (English-medium Primary School)

/km.